



**Rubric for Faculty: How well do you and your course promote academic integrity?**

The *Code of Academic Integrity* is designed to ensure that the principle of academic honesty is upheld. There are many ways that academic dishonesty can manifest in a University setting. The *Code of Academic Integrity* defines academic dishonesty in 4 categories:

- (a) CHEATING : fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
- (b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in any academic course or exercise.
- (c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- (d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic course or exercise

To view the entire **Code of Academic Integrity**, please visit this link: <http://www.president.umd.edu/policies/docs/III-100A.pdf>

The Office of Student Conduct (OSC) serves as a resource for academic integrity and oversees the process for resolution of student misconduct related to the Code of Academic Integrity.

Criteria	Most Successful Practices	Baseline Practices	Resources
<b>Academic Integrity Definition</b>	<p>Review UMD Code of Academic Integrity including definitions for academic dishonesty.</p> <p>Reflect on academic integrity and academic dishonesty in context of course design, expectations for students, and disciplinary norms regarding Academic Integrity.</p> <p>Read the yearly OSC Report on Academic Integrity at UMD and assess findings in context of your course and discipline.</p>	<p>Read UMD <i>Code of Academic Integrity</i> including definitions for academic dishonesty.</p> <p>Be aware of the yearly OSC Report on Academic Integrity at UMD.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Code of Academic Integrity</a></li> <li>• <a href="#">Course related Policy Page</a></li> <li>• <a href="#">Office of Student Conduct (OSC)</a></li> <li>• <a href="#">OSC Report on AI at UMD</a></li> </ul>
<b>Motives for Students’ Breach of Academic Integrity</b>	<p>Review and reflect upon motivations for academic dishonesty and student perceptions and understanding of the Code, including the impact of cultural differences and sensitivities on students’ perceptions.</p> <p>Common motives for academic dishonesty include: antipathy for professor, it is easy to do, disinterest for subject, neutralizing attitude (cheating does not hurt anyone, low-stakes assignment etc.), perceived social norms (belief that peers cheat and cheaters are not reported), goal of high course grade vs learning, desperation, lack of understanding of assignment expectations and lack of knowledge of the Code.</p>	<p>Know that there are various motives that lead to academic dishonesty.</p>	<p>Sources: 1, 2, 12,13, 21, 27, 28, 30, 34, 38, 39, 48</p>

This resource was developed by the [2016-2017 Undergraduate Studies Faculty Fellows](#) and approved by the Office of Student Conduct.

<p><b>Campus Procedures Related to Academic Integrity</b></p>	<p>Recognize and reflect upon your role in referring a student to the OSC considering the following:</p> <p>The impact of a student referral:</p> <ul style="list-style-type: none"> <li>You will contribute to a history on academic conduct for this student and for the campus that may be used to inform future decisions and policies.</li> <li>For undergraduate students found responsible, the normal sanction is an “XF” grade; however, you may suggest an alternate sanction or provide mitigating circumstances through the “recommendation option” in the online referral form</li> <li>Students, whether found responsible or not, consider a hearing as a serious and solemn event, recidivism is extremely rare</li> <li>Reporting students suspected of misconduct serves as a disincentive to other students and promotes academic integrity</li> </ul> <p>Your role in the referral process:</p> <ul style="list-style-type: none"> <li>Postpone posting grades on assignments or exams that are suspect</li> <li>It is your decision whether or not you inform the student of referral. Once referred, a student will be contacted by OSC</li> <li>You are expected to complete the online referral form and provide documentation. OSC will evaluate the evidence for reasonable cause</li> </ul> <p>The outcome of a referral:</p> <ul style="list-style-type: none"> <li>OSC contacts the student for a preliminary meeting</li> <li>Students may admit responsibility and waive a honor review</li> <li>Hearings are adjudicated by the Honor Board composed of trained students, faculty, and staff</li> <li>Students may request a student defender from the Undergraduate Student Legal Aid office</li> <li>Students may appeal the decision of the Honor Board</li> </ul> <p>Your options to formally support academic integrity processes:</p> <ul style="list-style-type: none"> <li>Serve on the OSC Honor Board</li> <li>Serve on the Campus Senate Student Conduct Committee</li> <li>Act as departmental liaison to OSC</li> </ul>	<p>Be aware of your role, the role of OSC, and the implications to the student in submitting a referral to the Office of Student Conduct for example:</p> <ul style="list-style-type: none"> <li>You may contact the OSC to discuss your concerns without filing any reports</li> <li>Referrals and supporting documentation are submitted online to OSC</li> <li>OSC contacts the student after referral</li> <li>The normal sanction for undergraduate students found responsible is an “XF” but faculty may recommend an alternate sanction during the referral process</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Office of Student Conduct (OSC)</a></li> <li><a href="#">OSC Faculty Guide</a></li> <li><a href="#">OSC online referral</a></li> <li><a href="#">Role of Attorneys</a></li> <li><a href="#">UMD Legal Aid</a></li> </ul> <p>Sources: 32, 34</p>
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<p><b>Communicating Importance of Academic Integrity</b></p>	<p>Announce in class that academic integrity is expected and students who do not uphold the UMD Code of Academic Integrity will be referred to the OSC. Repeatedly promote and model a culture where honesty is expected and enforced.</p> <p>Model academic integrity: e.g. cite sources used for class materials/lectures; acknowledge the importance of respecting an author's ideas within the context of the author's discipline.</p> <p>Discuss your strong support for Academic Integrity during class:</p> <ul style="list-style-type: none"> <li>• Reveal why you support the Code of Academic Integrity indicating your dedication to student learning vs a mission to uncover acts of academic dishonesty</li> <li>• Indicate where students will find information about the Code and the academic integrity tutorial</li> <li>• Specifically indicate expectations of the Code highlighting sanctions and consequences for misconduct; e.g. students may be prohibited from participation in university activities</li> <li>• Relate academic integrity expectations to course discipline, careers, and other real world situations</li> <li>• Reveal examples of student behaviors and problematic trends in student work related to academic integrity. Note that all assignments (low and high stakes) are subject to academic integrity expectations</li> <li>• Indicate expectations for academic integrity in relation to the course and specific assignments</li> </ul> <p>Communicate expectations for academic integrity:</p> <ul style="list-style-type: none"> <li>• To TAs, provide training using OSC materials or staff as resources</li> <li>• On exams and assignments, ask students to <u>write out</u> the Honor Pledge statement. Note research finding that making a commitment to academic integrity in writing reinforces practice of academic integrity</li> <li>• In the syllabus, provide specific expectations of academic integrity for the course and for assignments (low and high stakes) and link to the Code via the Course Related Policy Page</li> <li>• Before each assignment, remind students of Academic Integrity expectations</li> </ul>	<p>Announce in class that academic integrity is expected and students who do not uphold the UMD Code of Academic Integrity will be referred to the OSC.</p> <p>Place a link to the UGST Course Related Policy Page in the syllabus and indicate in class that this page includes information about expectations for academic integrity.</p> <p>Ask the students to write out and sign the Honor Pledge on exams and other assessments.</p> <p>Train teaching assistants on expectations and responsibility for academic integrity.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Code of Academic Integrity</a></li> <li>• <a href="#">Course related Policy Page</a></li> <li>• <a href="#">Office of Student Conduct (OSC)</a></li> <li>• <a href="#">Request AI presentation</a></li> <li>• <a href="#">Resources for AI presentation</a></li> <li>• <a href="#">AI Tutorial</a></li> </ul> <p>Sources: 12, 20, 26, 28, 30, 32, 34, 39, 48</p>
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<p><b>Course/Assignment Design to Reduce/Dis-incentivize Plagiarism</b></p>	<p>Define plagiarism and indicate that plagiarism is academic dishonesty indicating your expectations for original work and respect for protection of author’s ideas.</p> <p>Provide clear expectations for attribution of sources and clear guidance of how prior findings and resource information is expected to be incorporated and referenced in student work. Furnish detailed and clear guidance on citing sources and use of online referencing software. Organize a session with UMD Librarians for in class training on citations.</p> <p>Assign an activity on plagiarism, provide no-risk feedback, and in class discuss examples of poor and well done summarizing, paraphrasing and citations.</p> <p>Analyze student work for plagiarism: if using Turnitin, employ settings that are meaningful to your course, allowing students the option to check their work and revise before final submission.</p> <p>Design assignments purposefully to reduce plagiarism:</p> <ul style="list-style-type: none"> <li>• Develop unique and original course assignments; e.g. provide a unique prompt, require inclusion of course readings, current literature, class examples, and/or references to class discussions such that there are no sources from which students may plagiarize</li> <li>• Change assignments each semester</li> <li>• Create assignments where you see the development of the student work over time; e.g. scaffolded assignments where feedback is provided at multiple steps and to discourage procrastination</li> <li>• Create aspects of assignments where students must orally present their work</li> <li>• Dedicate class time for student work to observe student completing their work and to keep students on pace and discourage procrastination</li> <li>• Ask students to keep a log of their reading and associated sources</li> </ul>	<p>Define plagiarism and indicate that plagiarism is academic dishonesty.</p> <p>Explain the purpose of referencing; e.g. the protection of an author’s ideas.</p> <p>Provide clear expectations for attribution of sources and clear guidance on citing sources.</p> <p>Show students the method for citing sources. Make students aware of online referencing software and campus resources for citation help such as the Writing Center, Library, and Purdue OWL.</p> <p>Announce that you will analyze student work for evidence of plagiarism.</p> <p>For all assignments focus on learning and process, including citing sources, not just the final work: break down assignments into scaffolded steps, and provide feedback after each step.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UMD Library Research Resources</a></li> <li>• <a href="#">Writing Center</a></li> <li>• <a href="#">Purdue OWL</a></li> <li>• <a href="#">Infographic from Academic Conduct</a></li> </ul> <p>Sources: 21, 30, 38, 39, 40, 51</p>
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<p><b>Course/Assignment Design to Reduce/ Dis-incentivize Fabrication</b></p>	<p>Indicate your expectations for original work, respect for protection of author’s ideas and professional ethics. Indicate your interest in promoting student learning highlighting the value of doing the work versus fabricating the experience.</p> <p>Design assignments/exams purposefully to reduce fabrication opportunities:</p> <ul style="list-style-type: none"> <li>• Require sources and citations</li> <li>• Focus on process vs one “right answer”</li> <li>• Require students to show their work or explain their thought process</li> <li>• Provide opportunities for partial credit</li> <li>• Require writing of the honor pledge</li> </ul> <p>Dis-incentivize fabrication of student academic work by reviewing student work carefully, scanning tests for regrade comparison.</p> <p>Dis-incentivize fabrication of documents for excused absences: using the UMD policy for excused absence as a guide; consider the diverse experiences of students and the stress related to illness or circumstances beyond the student’s control. Meet with students regarding situations that may affect their academics and allow students opportunities to make up work or complete alternate assignments.</p>	<p>Define fabrication and indicate that fabrication is academic dishonesty.</p> <p>Provide clear expectations for student work and for grading.</p> <p>Be aware of trends related to fabrication: lab work results, regrade, documentation of absence.</p> <p>Follow UMD policy for excused absence, give clear policies for make up or late work.</p>	
<p><b>Course/Assignment Design to Reduce/ Dis-incentivize Academic Dishonesty</b></p>	<p>Indicate your interest in promoting student learning, defining facilitation in the context of independent and collaborative work.</p> <p>Discuss trends related to facilitation that may lead to academic dishonesty: Indicate that sharing coursework with other students may breach academic integrity. Discriminate publication of original work from sharing of coursework with other students. Discourage students from sharing course materials or work.</p> <p>Clearly indicate expectations for independent vs collaborative work: Provide detailed guidance on aspects of classwork that allow student collaboration. Indicate clearly stages of work where collaboration is expected/required vs not allowed. Lead class discussion or activity on collaboration scenarios to reveal do’s and don’ts. For team projects, follow practices that support individual accountability.</p> <p>Require writing of the honor pledge on all work products.</p>	<p>Define facilitation and indicate that facilitation is academic dishonesty.</p> <p>Indicate that the copyright of the course materials are owned by the faculty course instructor and may not be shared.</p> <p>Contrast facilitation with collaboration.</p> <p>In the syllabus and assignment instructions indicate when collaborative work is not allowed, when it is allowed, and/or expected.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Teamwork Resources</a></li> </ul> <p>Sources: 19, 30, 50</p>

<p><b>Course/Assignment Design to Reduce/ De-incentivize Cheating</b></p>	<p>Define cheating and indicate that cheating is academic dishonesty; stress your interest in promoting student learning, noting the value gained from doing your own work versus cheating.</p> <p>Design assignments assuming that prior exams and assignments are available to students:</p> <ul style="list-style-type: none"> <li>• Search third-party websites for your course materials. If you find them, protect your copyright by contacting the source requesting removal, and telling your students your course material is copyrighted. Include a copyright statement on your syllabus, assignments, and exams</li> <li>• Indicate if students may or may not use/share materials from prior versions of the course</li> </ul> <p>Design assignments /exams purposefully to reduce cheating opportunities:</p> <ul style="list-style-type: none"> <li>• Create various versions of assessments (develop and use a question/answer bank)</li> <li>• Modify assignments each semester</li> <li>• Require students to show work or explain answer</li> <li>• Provide assessment feedback to emphasize value of learning from incorrect answers</li> <li>• Scan exams for use in regrade requests</li> <li>• Require writing of the honor pledge</li> </ul> <p>Dis-incentivize cheating:</p> <ul style="list-style-type: none"> <li>• For exams: proctor, verify student identity; e.g. check IDs, complete visual check (assign seats), allow physical space between students (alternate with empty seats)</li> <li>• Decrease stress by providing being clear and transparent information about testing procedures, schedules and make-up policies</li> </ul>	<p>Define cheating and indicate that cheating is academic dishonesty.</p> <p>Be aware and address the fact that prior exams and assignments are available to students via third party websites and collections maintained by former students.</p> <p>Design assignments /exams to reduce cheating opportunities:</p> <ul style="list-style-type: none"> <li>• Create different versions of exam; e.g. randomize question distractors or randomize order of questions, and distribute versions such that adjacent students receive distinct versions (color coding may help)</li> </ul> <p>Dis-incentivize cheating:</p> <ul style="list-style-type: none"> <li>• For exams: proctor and/or announce that students are expected to uphold the Code. Allow physical space between students (alternate with empty seat), verify student identity; e.g. require sign in, assign seats by section</li> <li>• Decrease stress by being clear and transparent about testing procedures, schedules and make-up policies</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">UMD copyright information</a></li> </ul> <p>Sources: 14, 29, 30, 38</p>
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**Campus Resources:**

UMD Office of Student Conduct: <http://osc.umd.edu/OSC/Default.aspx>

Office of Undergraduate Studies Course Related Policies: <https://www.ugst.umd.edu/courserelatedpolicies.html>

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